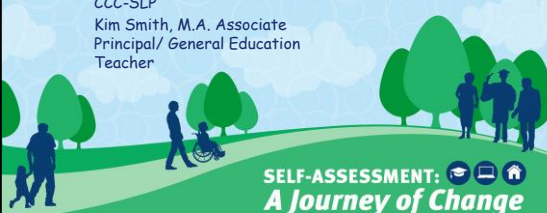


66TH CONFERENCE ON EXCEPTIONAL CHILDREN

# It takes a village to become a ROCK STAR!

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CCC-SLP  
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Principal/ General Education  
Teacher



**SELF-ASSESSMENT: A Journey of Change**

PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

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## Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

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Can you relate?



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## Brief intro. to our amazing selves...



- [kimbaumgartner@ccs.k12.nc.us](mailto:kimbaumgartner@ccs.k12.nc.us)
- Speech-Language Pathologist x 20 years
- Therapy Dog Certified/ Handler through Therapy Dogs International
- SV High School Head Varsity Swim Coach
- Part-Time Instructor at local Community College for SLP-Asst Program
- Mom (2 amazing (human) boys; furchildren: 2 (girl) golden retrievers, 1 (girl) kitty)
- Wife (married 22 years)
- Definitely has ADD-H—cannot sit still during a 30 min sitcom!

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## The amazingness continues...



- [ksmith@ccs.k12.nc.us](mailto:ksmith@ccs.k12.nc.us)
- CCS Associate Principal x 20 years
- CCS General Education Teacher x 10 years
- FAPS (Fayetteville Animal Protection Society) Advocate and Board Member
- Has 2 furchildren (boys)
- Has self-diagnosed herself with ADD-H (it is her superpower)!

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## Goals for today:

- Our goals for today are to highlight some of the key principles and "magic wand" elements that have proven successful in our years of experience with our school friends.
- We want you to channel your inner "(revised) Bloom's Taxonomy":
  - Remember and Understand (*this is the "what?"*)
  - Apply and Analyze (*here is the "why?"*)
  - Create and Evaluate (*and finally- the "how?"*)

Kim and I can't cover all of our awesomeness in this 90-minute session.

-Our goal is to *try* to help you become even more of an amazing rock star than you already are!

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## The Prognosis:

- Students with academic failure and problem behaviors likely will drop out of school and:
  - be involved in the corrections system
  - be involved with the social services system
  - be unemployed
  - use illicit drugs
  - be involved in auto accidents
  - increased suicide (males have consistently higher suicide numbers than females-at any age)



\*Cited by CDC (Centers for Disease Control).

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## Part I: Bloom's Level I/II-Remember and Understand...every friend has a "story"...



Rule #1: The 3 Components of Stress: Emotions, Body, Mind  
Rule #2: How a person reacts to it depends on:  
 Genetic Make-up  
 The Stressor  
 Environment/  
 Experience of the Individual

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## Stress (\*we are still in the "Remember/ Understand" Level of Bloom's)



- Too *little* stress (or sensory input) is not beneficial to our students at school (unless it's naptime!).
- Too *much* stress (or input) puts them into overdrive resulting in...

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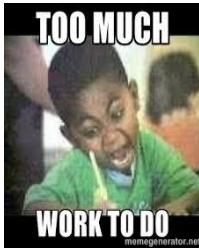
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Too much stress puts us (students AND teachers) into "Fight or Flight".



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Fight or flight....what is happening in the body? (Both the teacher and student)

- Sympathetic Nervous System
  - As the person experiences increased sensory input/ stimuli (i.e.- LANGUAGE INPUT) that s/he cannot process, their brain/ body now interpret this as stress. The sympathetic nervous system releases adrenaline/ release of steroids. This "wires the child up" and this happens QUICKLY! The child then relies on habit of whether to "fight or flight".
- Parasympathetic Nervous System
  - The brain/ body engages the Parasympathetic Nervous System to "QUIET" the body. But, this takes a LONG time to reengage a steady state for the person. A "steady state" or BALANCE is the desirable and most healthy status for a person to be in.

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#### Break Out Activity #1

Helen Keller Activity ??  
 Step in if you... ??  
 Task with Time Restrictions and unknown Answer to provoke stress ??

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Warning: The following slides may provide you with data to use for SST referrals/ IEP meetings, etc.

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### 3 Points that will contribute to your "magic wand":

- 1) Be aware of repetitive stressors, especially in high demand times (i.e.- lunch, dismissal, recess) and offer alternative sensory/ communication to decrease this elevation of stress;
- 2) Decrease tension through exercise/ quieting (meditation/ yoga/ breathing); 3) Biofeedback therapy (i.e.-Cool hands are associated with increased anxiety and high stress due to your body needs more blood/glucose during high stress times, so this flows to your core and away from your limbs/ hands, etc. Studies have been done that when you warm hands from 76 degrees back to 90's then their biofeedback measures return to stable measures.



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Now, we are moving into Bloom's "Application and Analyze" levels. This is the "why" of it all. How can we intervene at the early signs of stress/ behavior breakdowns to insure the "Rock Star" will be revealed?



- Tier 1 (a.k.a.-Classroom Interventions performed by Regular Ed Teacher. WHO in the "village" could support the teacher in this?)
- DOJO ([www.classdojo.com](http://www.classdojo.com))- electronic system that is present on the smartboard in classroom and parents may receive behavior (+/-) alerts via phone.
- PBIS (PBIS" is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is used interchangeably with SWPBS, which is short for "School-wide Positive Behavior Supports." Deputies/ Class "jobs" Other ideas from audience

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Break Out #2

Take a quiz!! ☺

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Your friend continues to ramp up and demands that you activate (a.k.a.-"apply") your expensive education/ skills. (Caution: You will learn, grow and become stronger because of this friend).

• Video of Tier #2 in action

- Tier #2 : (a.k.a.- Interventions that are individualized and designed to be specific to our friend's behavior struggles).
- Token System/ Boards
- Social Stories
- Visuals/ Schedules
- Fidgets
- Putty (OT can provide the good stuff)
- Shred paper (destroy in a productive manner)
- EXERCISE Regimen
- Push/Pull Activities

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## "Who you gonna call?" Ghostbusters! (Just Kidding)

- Tier 2 -We have found that it is so critical to access the Rock Stars listed below. We have found that to be successful with "applying and analyzing" the interventions, the team must get to the root of the behavior. Where is the anxiety coming from that is triggering your friend?

- "Who you gonna call?"- School Psychologist, SED Resource, Speech-Language Pathologist, School Guidance Counselors, Occupational and Physical Therapists, Resource Teachers (Art, PE, etc), Social Worker, Administration and Family input. You are NOT alone!

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### Minnesota Assoc. for Children's Mental Health

- The Fact Sheets are taken from the newly-updated MACMH's Educator's Guide to Children's Mental Health, our best-selling resource for educators and other professionals working with youth with mental health disorders.
- <http://www.macmh.org/fact-sheets>

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**Empowerment.** We are moving in Bloom's "how" levels V and VI (Create and Evaluate).

- The *village* must be creative in the structures that are already provided.



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### "How" to be an ALLY to our friends...

- Set the **BAR** for Behavior Intervention:
- **Behaviors**-Pay attention to behavior (Notice not Judge): withdrawal, reckless behavior, impulsivity, lack of hygiene, desperate worthless, angry, guilty, sad, helpless, hopeless, changes in eating/ sleeping, physical health complaints.
- **Ask**-Ask clearly and directly.
- **Refer**-You are not alone.
- [educatorshandbook.com](http://educatorshandbook.com) (awesome tool!!)
- Make your referral to SST or ask for addendum IEP meeting.

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## Oh boy...your friend is really giving you a chance to learn and grow now..

- Video of Tier #3
- Tier #3 (a.k.a.- your friend requires school-wide support to become that ROCK STAR)!
- TECHNOLOGY EVOLUTION!!!
- Full-On Sensory Kit
- Therapy Dogs
- "Gentleman's Club"
- "Pink Ladies' Club"
- Art Club
- Check-In/ Check-Out (important- the Support Staff comes to the child/ classroom repeatedly!!).
- FBA/BIP (should be completed by now)

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## Break Out #3- "Affirm vs. Promote"

- Another task— Scenerios
- Behavior Modification Task
- Changing the Culture of Schools:
- Announcements
- Attendance
- Transitions between classes
- Lunch
- Study Hall/ Independent work time.
- Dismissal
- Student Handbook
- Pep Rallies/ Assemblies
- Sporting Events
- Website
- Clubs

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## It takes a village...

- "A child's behavior will never change until the adult behavior does".  
-Terrance M. Scott, Ph.D.

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## Resources that ROCK!

- **Websites:**
  - pbis.org
  - classdojo.com
  - macmh.org (Minnesota Association for Children's Mental Health)
  - educatorshandbook.com (approx. \$300/ year)
  - braverykidsgym.com
- **Books:**
  - The Explosive Child by Ross W. Greene, Ph.D.
  - How to Behave Series by Sal Severe, Ph.D.
  - The Gift of Failure by Jessica Lahey
  - Generation Text by Dr. Michael Osit

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**You will do more than survive...You will be a Rock Star!**



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